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ABSTRACT

This guide was developed for parents of young children to help them improve the child's ability to listen, to discriminate different sounds, and to understand and remember what is heard. Background information on the development of listening skills is presented and general guidelines for conducting listening games are offered. Activities are presented in sections on careful listening, distinguishing sounds, rhyming sounds, and remembering. Checklists are provided for checking progress and for determining if a child has poor listening habits or a hearing problem. (MKM)

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Ferguson-Florissant School District

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*Before you begin, please read these sections.

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PARENT-CHILD EARLY EDUCATION PROGRAM

Ferguson-Florissant School District

855 January Avenue

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TEACHING YOUR CHILD TO **LISTEN!**

A GUIDE FOR PARENTS OF YOUNG CHILDREN

To help you help your child improve his or her ability to listen,
to discriminate different sounds . . . and to understand . . . and
remember what he hears.

A CHILD'S ABILITY TO LISTEN
AFFECTS HIS ABILITY TO LEARN

LISTENING IS LEARNED



Good or poor listening habits do not accidentally happen. They are learned --- from a very early age.

And parents contribute a great deal to the kind of listening habits their child develops.

Both listening and memory can be greatly improved through practice and training.

To teach good listening --- YOU must be a good listener.

Listen attentively when your child is talking or asking questions, rather than interrupting or showing a lack of attention.

We repeat: To teach good listening, YOU must be a good listener!

Good listening habits can be ENCOURAGED --- or discouraged.

**SHARPEN YOUR CHILD'S LISTENING SKILLS
IN THESE EVERY DAY WAYS. . .**

- **BE SURE YOU HAVE YOUR CHILD'S ATTENTION BEFORE YOU START.** Say his name or gently touch him on the shoulder or arm, then have him look at you as you talk.
- **GIVE INSTRUCTIONS JUST ONCE** rather than repeating yourself several times. This trains him to tune in the first time!
- **USE A QUIET, NORMAL VOICE** when getting your child's attention or when talking to him. This requires closer listening than a loud voice.
- **GIVE SHORT, CONCISE, CLEARLY-STATED DIRECTIONS:** "*Brush your teeth, then go to bed,*" --- rather than long, rambling explanations that encourage him to tune you out.
- **LISTEN TO YOUR CHILD.** He learns how to listen by the example you set.

*If your child is not a good listener
--- YOU will have to change YOUR
habits in order to change his!*



IS YOUR CHILD A GOOD LISTENER?

- Do you usually have to repeat instructions, perhaps two or three times?
- Can he remember and follow two or three simple directions given at a time without you repeating? *"Go to your room and get your truck."*



Sometimes, a *listening* problem relates to a *hearing* problem.

- Does he hear well? A hearing test is the only sure way to determine this. Surprisingly, a number of children reach upper grades before a hearing problem is detected.
- Does he mispronounce words? Does he have any other speech problems? This can sometimes indicate a hearing problem. Children learn to speak by imitating the sounds they hear. Does he say, for example, "ate" for "gate," or "ow" for "cow"? Could it be because he does not hear these sounds clearly?
- Do you think he understands what you are saying to him, or do you often get a puzzled expression?

GENERAL GUIDELINES

for "playing" listening games

1

YOUR CHILD WILL BENEFIT MOST
if the activities are . . .

FUN --- The activities are purposely packaged in a game-like format to make them enjoyable. *Keep the atmosphere relaxed, unhurried and free of pressure. PATIENCE on your part may be your greatest contribution!*

BRIEF --- Play each "game" for only a short period of time. If your child becomes unduly restless, move to another activity or stop altogether for a while.

DAILY --- Do something each day to help sharpen your child's listening skills.

ACTIVE --- Involve several senses at a time to encourage more intense concentration: his ears, eyes and body. Many of the "games" purposely require physical action (a motor response) and something to look at (a visual clue).



2 HELPFUL HINTS . . .

IF YOUR CHILD IS EASILY DISTRACTED:

Children sometimes have difficulty paying attention because they are distracted by the other sights and sounds around them. If necessary, block from your child's view most of the room's visual distractions. Play the "games" in the corner of a room, with your child facing you and the room's corner.

Reduce the competition of other sounds in the room by turning off the TV or radio, sending other children out to play, etc.

IF GETTING HIS ATTENTION IS A PROBLEM:



A technique for getting your child's attention if he tends to daydream or allows his mind to wander --- is to begin each activity with some sound clue, such as a snap of the fingers, a soft whistle, or saying his name until you get eye contact.

This sound clue will let him know he is to perk up and pay attention to instructions that will immediately follow. (Use the same sound clue consistently. Do not change from one to another.)

After you are sure you can gain his full attention without the sound clue, gradually wean him away from it.

3 HOW YOU PLAY THE GAME makes a difference . . .

YOUR RATE OF SPEED IS VERY IMPORTANT . . .

When giving a list of words (for example: dog, shoe, cat),
say them approximately one second apart.

If you pat your foot one time between words, this timing will be about right. Do
so, however, inconspicuously, so your child is not distracted by it.

Try it. Say "dog" (pat), "shoe" (pat), "cat." Once you get the "feel" of this tim-
ing, you need not continue to pat your foot.



THE WAY YOU SAY IT COUNTS, TOO . . .

At first, to help your child catch the word he is to respond to, you may emphasize
that word by saying it in a louder voice. For example: if he is to clap his hands
when you say the name of an animal, say:

"The mouse went up the clock."

"Tree, bird"

"House, car, dog"

Once he no longer needs this clue, make a deliberate effort to say everything just
alike in the same even tone. *However, when reading stories or saying nursery rhymes,
be as expressive as you can.*

Once is not enough.
Once is not enough.
Once is not enough.

At the opening session of a workshop on learning, the instructor flashed a ten-digit number like 6831472579 on the screen for ten seconds, then asked who in the class could repeat it. Since ten seconds hadn't allowed most of us time to read it, let alone recall it, we sat in awe as one student recalled the entire number with 100% accuracy. He was a former Air Force gunner in World War II --- trained to identify in seconds an aircraft, its insignia and numbers. Needless to say, his life depended on instantly distinguishing friend from foe!

This aptly illustrates the kind of super skills we humans are capable of with the proper training and practice, practice, practice. For you cannot measurably improve a skill with a single practice session any more than a single exercise will slim your waist. Once is not enough.

Think for a minute just how many memory games you'd need to play, for example, in order to substantially improve your memory. Would once be enough?

To strengthen significantly your child's memory or listening abilities, your child (like any normal adult) needs to play a lot of memory or listening-type games --- along with some everyday practice. That's why we suggest in almost every section "everyday ways" to improve your child's listening skills. Once simply is not enough.

However, we do not expect (nor do we want) you parents to drill your child with the intensity of a drill sergeant. We just want you to realize that playing a game once --- or once in a while --- is not enough. It takes lots of practice to make a real difference in the kind of listening and memory skills your child takes with him to school that first day.

And although his life may not depend on it, as in the case of the Air Force gunner, the degree of his success in school could.

LISTENING ACTIVITIES



The following games require careful listening. Many of them also require a response — for example, pointing, marching, making a sound. This lets you know if he is “tuned in” . . . and understanding what he hears. With many of the activities, your child is also getting practice in short-term memory.

The activities are presented in order of difficulty, so start at the beginning and proceed as your child seems ready.

ONE BLIND “MICE”

Blindfold your child or have him keep his eyes closed. Ask him to point in the direction he hears a sound (a bell, drum, whistle, hand clap, etc.).



ONCE UPON A TIME

As you read your child a story, tell him to wiggle his fingers when he hears his name. Insert his name in the story from time to time.

To vary the game, another time have him wiggle his fingers or blink his eyes when he hears the word, “dog.” Say “dog” from time to time even if it doesn’t make sense in the story — to see if he is listening carefully.



STOP !

Have your child say, "STOP" when you say the wrong thing.

Point to different parts of the body. For example: say "eye" and point to your eye. Say "ear" and point to your mouth.

Another time, point to pieces of furniture or animal pictures or colors. Point to a "chair" and say, "table," etc. Point to a "red" crayon and say, "yellow," etc.



OLD MacDonald'S FARM

Take an imaginary trip to Old MacDonald's Farm. Each time you name an animal you "see," your child makes that animal sound.

RING AROUND THE ROSY

Sing action songs or recite poems such as "Ring Around the Rosey," "The Eensy Weensy Spider," "Hokey Pokey," "Musical Chairs," etc. that require action (a motor response). These provide excellent experiences for listening to the words and then doing what the words say. Watch. Is your child listening or is he just imitating your actions?

The eensy weensy spider...



CHINNY-CHIN-CHIN

Have your child point to or touch various parts of his body as you say, "Chin-chin-chin," "Ear-ear-ear," "Toe-toe-toe."

Then you do the motion as you say it. On occasion, point one place but name another and see if he catches you.

Example: Point to your chin and say, "Chin-chin-chin." Then say, "Eye-eye-eye," but point to your chin.

LISTEN TO THE LAST WORD

Name several objects or things (animals, colors, numbers, etc.), letting your voice grow softer and softer. Stop suddenly and ask your child to tell you the last word you said.



LITTLE GREEN RIDING HOOD

Occasionally say a wrong word as you read your child a story he is familiar with. Have your child raise his hand when you say the wrong word. Can he give the correct word? For example: "*Little GREEN Riding Hood was on her way to see her AUNT, when a big, brown ALLIGATOR, etc.*" . . . At first, emphasize the wrong word to help him hear it --- then use a normal tone.

THE COW RAN AWAY WITH THE SPOON

Place some objects on a table: spoon, plate, cup, marble, doll, truck, etc etc. Name each object one at a time and have your child point to it. Then make up a simple, silly story, working in the names of the objects on the table. Have your child point to the object when you say it. "*An orange cow was running down the street with a SPOON in his mouth and a CUP on his head! He hit a MARBLE that rolled into the tire of a TRUCK filled with . . .*" etc.



THIS LITTLE PIGGIE



SLOWLY say a list of words, a nursery rhyme or read a story. Have your child clap his hands each time when he hears the name of an animal, or color, etc. For example: chair, truck, pig (clap), shoe, cow (clap), etc.

ONE, TWO, BUCKLE MY SHOE

If your child can easily count 1 through 10:

Count aloud, slowly, 1 through 5, then 6 through 10, omitting a different number each time: "One, two, three, five . . ."

Have your child raise his hand when he hears you miss a number. Can he also tell you which number is missing?

You may start with only two numbers (one, three), then three numbers at a time (four, six, seven).

1 2 3 5



A FISH CAN WALK I

Make some short sentences -- some that are silly and some that make sense. Have your child raise his hand when what you say is silly. Then, have him tell you what is silly about it.

"A fish can walk."

"Candy is good to eat."

"An ice cream cone is hot."

THE THREE BEARS

Tell your child you will name three animals (or colors, clothing, boys' names, furniture found in a bedroom, etc.). Ask him to clap his hands when you name something that is NOT an animal. "Dog, SHOE (clap), bear." Gradually increase the number of items to five and six.

If your child has difficulty with this activity, start by having him clap his hands when you name something that IS an animal (or color, clothing, etc.) "Dog (clap), shoe, cat (clap)."



CAN YOU GUESS?

You describe an item that is in the room. Give one clue at a time. "It is hard." "It is white." "It has a door." Keep giving clues until she guesses what the item is.



DISTINGUISHING SOUNDS

When learning to read, a child must be able to distinguish the different sounds he will hear in words. For example, your child must not only be able to hear the differences between l, k and p, but must also be able to hear the slight differences in such sound-alike letters and words as b, d — g, k — or nail, mail — pig, big.

The activities in this section not only require careful listening, but will also train your child's ear to listen for differences in sounds. To help ready a child for distinguishing the sound of "b," for example, his ears must first practice distinguishing easier-to-hear sounds: like leaves rustling, bird's chirping, a refrigerator humming, etc.

Again, the activities are presented in the order of difficulty. Start with the easier-to-do ones. The activities begin, for example, with familiar sounds around the house that are easy to distinguish, but that your child perhaps has never listened to carefully before. As a matter of fact, it is said that a child who hears several sounds at once is hearing noise; but a child who hears but one sound is listening.



DOWN THE YELLOW BRICK ROAD

Take a listening walk around the block, on a busy street or in a wooded area. Listen and talk together about the sounds you hear — birds chirping, dog barking, wind blowing, leaves rustling, bee buzzing, etc.



ARMCHAIR DETECTIVE

On occasion, take a listening trip without leaving your comfortable armchair. Listen and talk together about the sounds in and around the house — water running, furnace blowing, refrigerator running, cars going by, children talking, etc. Can your child detect the different sounds she hears and tell you what they are?

MATCH MAKER

Fill oleo containers or small jars with different sound makers: paper clips, buttons, sand, beans, bird seed, nails, rice, macaroni. Make two of each and replace the lids, making sure the lids are secure.

Have your child shake a container, then locate (by shaking) the other container that makes a matching sound. When she finds a match, have her set them aside, one stacked on top of the other.

(First, let your child shake each container to hear how it sounds. Then cover her eyes so she pairs them by sound alone.)

Present only two or three pairs at first. Add new pairs as her ears become attuned to the old ones.

The first few times you play, present sounds that are very different from each other and easy to tell apart: buttons and nails; paper clips and rice. As her skill improves, gradually make the sounds harder to distinguish: rice and bird seed; paper clips and pins. It's a game your child can play again and again — sharpening her skills a little each time she plays.



LITTLE MS. MUFFET

Have your little Ms. (or Mr.) Muffet sit on a chair, rather than a tuffet.

Place several items on the table: whistle, blocks of wood, something noisy in a jar, spoons, pan with a lid, etc. Let your child hear each of the sounds. Then have your child sit with her back to the table so she cannot see. Make a sound. Can she turn around and point to the "soundmaker"? Let her make the sound of the item she points to. Does it sound the same?



WHAT A DIFFERENCE A SOUND MAKES

Let your child watch and listen as you make four different sounds (slam a door, sharpen a pencil, turn on the water, cough). Then, with your child's chair facing a corner where she cannot see you, move around the room. Make one sound at a time and see if she can point in the direction of the sound AND tell you what it is.

RHYMING SOUNDS

Rhymes help train the ear to hear sound-alikes and the ending sounds of words — an important training step toward hearing the different phonetic sounds of letters and words. And recognizing sound-alikes is an obvious help in reading; it's a small step from light to night, from fight to sight, etc.

Children, by the way, can usually hear rhyming words and ending sounds before they can distinguish the beginning sounds of words.



EVERYDAY WAYS TO HELP YOUR CHILD RECOGNIZE WORDS THAT RHYME . . .

Perhaps surprisingly, rhymes are not easy for a child to hear. They can hear sounds that are different easier than they can hear sameness.

An excellent way for your child to hear rhyming sounds is to go around the house chanting anything that rhymes, no matter whether it makes sense. Encourage your child to chant along:

*"Here I go with my mop
Hippity, hippity, hop."*

*"Here's the man with the mail
Carrying it in a pail."*

*"I see a car
In a jar."*

Of course, the neighbors may think you're daft, but carry on as though you are neither inane nor insane and continue to make sound-alikes using names in the family as starters. Your child will love it and it will help her get the idea of what rhymes are all about.

Judy — Pudy — Sudy — Ludy
Russ — Fuss — Muss — Guss — Nuss
Marion — Farion — Carion — Sarion

If your child can't hear the rhyming sounds, don't push. He's not ready yet. Just read him lots of nursery rhymes and continue to chant at inspired intervals: *"Felix our cat . . . is getting fat."*

HAT - BAT

Collect some actual objects (or catalog picture cut-outs) of things that rhyme:

rock - sock
pan - can

hat - bat - (place) mat
chair - (teddy) bear

jar - (toy) car
soap - rope

Scatter the items on the table. (Start with only four items.) Name each item. Then hold up one of the items, for example a bat. Can your child pick up the "hat" that rhymes with bat? Have your child name the items — "hat - bat" to see if they rhyme.



FUNNY - BUNNY

Rhyming words with more than one syllable are easier for young ears to hear. Perhaps it's because the sound "sunny - funny" lasts longer than "cat - rat."

- You can start with some non-sensical ones, like:

Hamburger, whamburger, jamburger, lamburger
Cadillac, fadillac, madillac, sadillac, nadillac

- Then try:

Bunny - funny - honey - sunny - money
Fitting - hitting - knitting - sitting
Hopping - stopping - topping - flopping
Going - mowing - sewing - towing

- Then say three words: two that rhyme and one that is VERY different. Can he say which one doesn't belong? Can he repeat the rhyming words?

Bunny - funny - apple Going - cat - mowing
Room - broom - tree

- When your child seems ready, see if he can help. Say, "Let's say words that rhyme with bunny. I'll start the word and you say the last part."

Bunny - funny - sun___ - mon___
Lazy - daisy - mai___ - cra___



Funny-Bunny-Apple

JACK AND JILL WENT UP THE HILL

Say some two-line rhymes. Emphasize the rhyming words. If your child knows the rhymes, let him supply the rhyming word.

Hickory, Dickory DOCK
The mouse ran up the CLOCK.

Old King COLE
Was a merry old SOUL.

Little Miss MUFFET
Sat on her _____



CAT - RAT

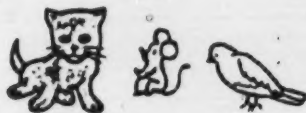
Your child may now be ready to recognize single syllable rhymes.

- Say three words: two that rhyme and one that does not. Which one doesn't belong?

Cat - rat - bird cow - talk - pow Top - stop - car

- Say a string of rhyming words. Can your child supply one? (He can just make up a sound that rhymes if he can't think of a real word.)

Cat - bat - sat - _____ Hop - stop - top - _____



Cat-Rat-Bird

MY CHILD CAN ...

- ____ Name two words that rhyme in a list of three words
- ____ Choose words or objects that rhyme.
- ____ Give me a rhyming word.

REMEMBERING WHAT YOU HEAR

Parent,

HOW YOU PLAY THE GAME

makes a difference . . .

Many of the memory activities require you to say a list of items or instructions for your child to repeat or perform. Therefore, these pointers will be helpful:

- **INCREASE GRADUALLY THE NUMBER OF ITEMS TO BE RECALLED.** Start with one item, then 2, then 3. When fully ready, increase to 4 and 5. For the first five years, a child should be able to recall as many items as his age in years. A three-year-old should be able to recall three; a four-year-old, four items; and a five-year-old, five items.
- **START WITH ITEMS THAT THE CHILD CAN ALSO SEE,** so his eyes as well as his ears can help him remember. Use pictures (cows, horses, dogs), or actual objects (box, spoon, plate), or toys (car, truck, doll).

Then proceed to saying only the names of animals, toys or objects he is to recall (i.e., cow, horse, dog).

Next, move from single words (cow, horse, dog) to short sentences. "The cow is brown." "The horse is big." etc. (Start with one sentence at a time, then two, etc.)

- **KEEP DIRECTIONS OR COMMANDS SIMPLE.** Whether relating to a game or something he is to do around the house, keep the directions simple and give only one at a time. "Please pick up your puzzle." Gradually increase the length and number of things to be remembered. "Please pick up your puzzle and put it back on the shelf. Then bring me my purse."
- **LET THE CHILD BE THE TEACHER SOME OF THE TIME.** It takes the pressure off of the child being the one to respond all the time.

As with most things, memory can be improved with practice -- and that's what the following activities provide: practice in improving your child's short and long-term memory.

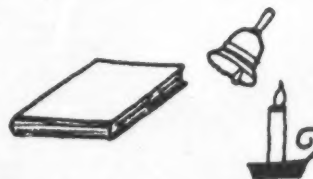
For the first five years, a child should be able to recall as many items as his age in years. A three-year-old should be able to recall three; a four-year-old, four items; and a five-year-old, five items.



Note that the first few activities include a visual clue or an aid to help your child remember.

BELL, BOOK AND CANDLE

Line up two, then three, then four objects --- such as a bell, book, candle; doll, block, ball; etc. Say the names in order as you place them. Then quickly cover the objects. Have your child re-name the objects in order.



RED, WHITE AND BLUE

Give your child three crayons, such as red, white and blue. Call out three colors and have him arrange the colors in that order. He is not to start placing them until you have finished naming them. You may also use blocks, toys, shapes, pictures, etc.

LITTLE SIR ECHO

Have your child echo whatever you say. Name two or three colors (red, yellow, blue) or animals (horse, elephant, dog); or numbers (three, two, six). (Remember to say the words about one second apart.) If need be, show crayons or animal pictures as you name them.

Note: Your child should not start repeating the words until you have finished the two or three words you are saying at a time.

SECRET CODE



Clap a code and have your child repeat it. You may also stamp your feet.

Clap your hands 3 times.

Clap, clap, pause, clap.

Clap, stamp, clap, clap.

At first, let him see you clap, then have him close his eyes so he can only hear you clap.

JACK BE NIMBLE

Have your young Jack or Jane jump over the candlestick, sit down, stand up, pat his head, clap his hands, walk around a chair, etc. Give only one direction at a time and do not repeat it. (Unless absolutely necessary!)

Then give two directions: *"Sit down and clap your hands."* *"Walk around the chair and sit down."* etc. Then give three directions: *"Sit down, clap your hands, then stand up."* etc.



MAN ON THE MOON



"I am going to visit the man on the moon! I will pack in my suitcase a hat." Each time add a different item (or toy). "I will pack in my suitcase a hat and coat." Continue to add items. The entire family can play while eating supper or traveling in the car.

Your goal: For your child to remember 4 items in the order given. At first, it's all right just to remember the items, even if they are out of order.

THE COW JUMPED OVER THE MOON

Whisper a short silly secret in your child's ear. Have him repeat it back to you. "The cow is purple," or "I have orange hair," etc. See that he repeats it exactly as you said it. Gradually increase the length of the secret. "Our car is parked on top of the tree." "Our house is in the sky and the car is in the basement."



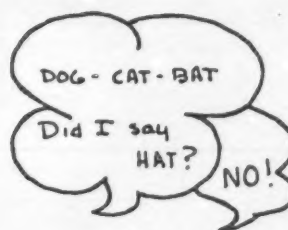
ONCE UPON A TIME

Tell simple stories of 2, 3 and 4 sentences that relate to your child's everyday activities. Have him retell the story to you as accurately as possible. "Once upon a time, Joey (use your child's name) went out to play. Tom came over and said, 'Let's play store.'"

DID I SAY?

Have your child say "yes" or "no."

Ball—nut—stone. Did I say NUT?
Ball—bat—glove. Did I say BAT?
Car—boat—plane. Did I say GOAT?
Dog—cat—bat. Did I say HAT?



DING, DING, DONG

It will take sharp ears and close listening for your child to repeat exactly some sound-alike words:

Ding, Ding, Dong	Eat, Eat, Meat
Dong, Dong, Ding	Fly, Fly, Bye
Sleep, Sleep, Sheep	Bye, Fly, Fly
Gong, Gong, Bong	Walk, Talk, Walk

If your child gets it wrong, simply say: "Try again," and repeat it for him.

THE CASE OF THE MISSING WORD

Let your child play detective. See if he can "find" the missing word.

Say, "one—two—three." Then say "one—three." Which word is missing?

Say, "cake—pie—nut." Then say, "cake—pie." Which word is missing?

Say, "sun—play—tree." Then say, "sun—tree." Which word is missing?



REMEMBERING FROM YESTERDAY

When you read your child a story, or watch a cartoon or children's story on TV, talk about what happened in the story.

Then the next day, talk again about what happened in the story. How much can he remember?

EVERYDAY WAYS

TO IMPROVE YOUR CHILD'S LONG-TERM MEMORY . . .

- Make a habit of talking to him about what he's done at some earlier time. Encourage him to remember as many details as possible. Ask,
 - "What did you do at Sunday School today?"
 - "What did we have for lunch today?"
 - "What did you and Tommy do this morning?"
 - "Where did we go in the car yesterday? What did we do?"
 - "What did you do when you were at Grandma's last week?"
- You might have him dictate to you what he did to send in a letter to Grandma or to keep a diary or book of his experiences so he has more motivation to remember.
- Talk about what happened in a story you've just read to him or a cartoon he's just watched. Then later that day or the next day, talk about it again and see how much he can tell you about it.
- An excellent game for improving your child's listening and memory is to give him a series of words to repeat. At odd moments when you're getting supper, washing the dishes or riding along in the car ---
 - Call out 3 words (dog, chair, elephant). Can your child correctly repeat it?
 - Call out 3 numbers (5 - 2 - 1)
 - Give 3 directions: Big Bird says, "Clap your hands, jump up in the air, then sit on the floor."

If your child is good at 3 items, increase the number to 4, then 5 items.



MY CHILD CAN . . .

- ___ Remember a series ___ items
- ___ Repeat a silly ___ word sentence
- ___ Retell a simple 4 sentence story

Listening Habits or Hearing Problem ?

IT IS OFTEN DIFFICULT TO DETERMINE WHETHER A CHILD'S INABILITY TO LISTEN WELL CAN BE CONTRIBUTED TO POOR LISTENING HABITS OR A HEARING PROBLEM. If your answer is YES to two or more of the following * items, have your child's hearing tested.

If your child's hearing test is normal, then continue to provide those listening game activities that will strengthen your child's area(s) of weakness.



MY CHILD . . .

	Yes	No
Is easily distracted by extraneous noises	—	—
* Appears to cock one ear toward the source of sounds	—	—
* Shows excessive reaction to loud sounds	—	—
* Appears to have a speech problem.	—	—
Poor memory span for names, sounds, connected speech, directions, etc.	—	—
Inability to discriminate between similar sounding words (i.e., doll, dog; fish, dish; told, tote)	—	—
Has difficulty interpreting meaning of words, phrases, sentences or stories.	—	—
* Frequently asks for things to be repeated	—	—
Appears to focus on-only part of what is said	—	—
Leaves out a number of words when asked to repeat words or sentences	—	—
Has difficulty locating the source of sounds not in line of vision.	—	—
* Seems to have an unusual amount of ear, nose and throat infections	—	—

Check Your Child's Progress...

LISTENING IS ONE OF THE MOST IMPORTANT OF THE COMMUNICATION SKILLS. It is perhaps the most used skill in both child and adulthood. It is a skill your child needs in order to engage in conversation, to learn about life and language, to follow directions and instructions, to distinguish an assortment of letter and word sounds when learning to read.

Although listening does not fully develop in a child until the age of 8 or 9, this booklet has included game-like activities to develop your child's ability to . . .

- listen attentively
- identify sounds
 - discriminate one sound from another, as well as to
 - remember what he or she hears.

These are all foundation skills that will contribute greatly to your child's success in school and beyond.

Now that you have played some of the games, check your child's progress . . .

MY CHILD . . .

Yes No

- Is generally aware of sounds objects make
Is generally aware of sounds animals make
- Can associate sound with object (i.e., refrigerator hum)
Can associate object with sound (i.e., water dripping) after sound has been demonstrated
- Can discriminate the differences in sounds (i.e., scratching your head vs. scratching a metal pan)
- Can hear rhyming sounds by either saying which word does not belong in a group of 3 words (cat, bat, tree), or can repeat the two words that sound alike.
- Can follow 2 or 3 simple instructions given at a time (i.e., "Get your boots, cap and coat." "Get the red ball and put it by the toy chest.")
- Can remember and repeat 3 sounds or words: (Clap, stamp, clap or cow, dog, horse)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
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Don't answer your own questions !

How often do you ask your child a question, then answer it yourself before your child has a chance to reply? *"Who have you been playing with? Johnny? . . . "What are you doing? Playing with your blocks?" . . . "What color is this? Blue?"*

A study at an Eastern university timed a group of teachers and parents to see how long they waited for children to respond to a question before zapping in a follow-up statement or question. The average time was shockingly short --- 2 seconds! Hardly enough time for the child to grasp the meaning of the question, let alone form an answer.

Children need time to absorb your question, then time to think through their answer. The experts say to wait 8 full seconds. Then if your child hasn't answered the question, either repeat the question or ask it in another simpler way. Young children, by the way, find it difficult to answer WHY and HOW questions --- and much easier to respond to the more concrete WHAT, WHO and WHERE questions. *"Where are you going?"* is easier to answer, for example, than *"Why are you going?"*

So after asking your child a question --- whether in casual conversation or in a learning game, keep your silence for a slow count of 8. This will allow your child sufficient time to think through his answer.

This technique is called QUIET LISTENING . . . a good habit for parents to develop. It's a confidence-builder too: it shows your child you are interested in and have respect for what he is going to say.

